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|  | Individualized Program Plan 2012-2013 |

**This document is a guide to filling out the IPP form. It is read-only, and cannot be edited. The editable form can be found** [**here**](http://inside.psd70.ab.ca/Docs/FormLibrary/IPP.dotx)**.**

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| **Last Name:** | **First Name:** |
| Click to enter text | Click to enter text |

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| **Date of Birth:** | **Alberta Learning ID #:** | **Special Needs Code** |
| Enter date | Click to enter text. | Click to enter text. |

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| **School:** | **Grade:** | **Date of IPP:** |
| Click to enter text. | Click to enter text. | Enter date |

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| IPP Team | |
| Teacher and IPP Coordinator: | Click to enter text. |
| Parents/Guardians: | Click to enter text. |
| Others: | Click to enter text. |

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| Parent Input |
| *Feedback is obtained by using the “Parent Information Sheet” to gather specific input to help direct the IPP process. Parental involvement is documented (including meetings). IPP is signed or attempts to obtain parent signature to indicate informed consent are documented.* |

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| Student Profile | | |
| Specialist Assessments  *This is formal, standardized testing done for diagnostic and programming purposes, and completed by qualified professionals. It includes cognitive and psychological assessments as well as medical and health-related assessments. In addition to standardized tests, specialized assessment could include formal observations that could be used to make a diagnosis. This type of assessment is generally completed every two to five years. List most recent first.* | | |
| Date | Test & Professional Administering | Assessment/Diagnostic Information |

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| Enter date | *You can insert more rows by right clicking then selecting “Insert > Rows below” or by clicking the Layout tab at the top of the page, then choosing “Insert Below”* | |
| Enter date | *You can delete rows by right clicking then selecting “Delete Cells” or by clicking the Layout tab at the top of the page, then choosing “Delete”* | |
| Enter date |  |  |

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| Relevant Medical Information: | |
| *This section of the IPP should include any information relevant to the student’s learning needs. For example, it might include a summary of a report that confirms a diagnosis such as AD/HD and might indicate whether or not the student is on daily medication.*  *Only medical information directly relevant to the student’s learning needs should be included on the IPP. Indicate if the medication is administered at school.* | |
|  | Medication: |
|  | Click to enter text. |
| Current Level of Functioning: | |
| *Current level of performance (or classroom assessment) is the annual “snapshot” of how a student is performing in the classroom, in relation to the grade-level program of studies or, for students not on grade-level curriculum, their functioning relative to individualized programming. It is generally completed by the classroom teacher and includes such strategies as informal reading inventories, writing samples, teachermade tests and classroom observations. Current level of performance can also include standardized tests (known as Level B tests) designed to be administered by qualified classroom teachers. Teachers use this data to assess student growth and to plan for instruction.* | |
| Strengths: | |
| *When describing the student’s areas of strength, it is appropriate to include*  *information such as the following:*   * *strengths in areas such as cognitive processing and communication (e.g., expressive language–speaking)* * *student’s learning preferences (e.g., visual, auditory, kinesthetic or*   *learns best on his or her own or working with others)*   * *previously acquired skills (e.g., organizational skills, time-management skills).*   *It may be appropriate to also include information related to the student’s:*   * *personal characteristics that support learning (e.g., self-motivation, willingness to work with others)* * *interests and hobbies* * *nonacademic accomplishments.* | |
| Needs: | |
| *The description of the student’s areas of need should link assessment data to areas of need such as the following:*   * *broad cognitive and/or processing challenges (e.g., in areas such as verbal reasoning, visual memory)* * *skills deficits that relate to the student’s special education needs and/or interfere with his or her ability to learn (e.g., in areas such as social skills, attention, emotional control)* * *academic skills (e.g., in areas such as reading comprehension, written expression).* | |

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| Context |
| School/Classroom Context |
| *A brief description of the classroom makeup listing the staff, student ratio and type of classroom.* |
| Support Services Provided |
| *The IPP should include an ongoing list of what services the student actually receives, with dates (i.e. frequency including start and end dates), types of service and names of service providers. If a student is in good health and does not require coordinated support services*  *at this time, this should be stated.* |
| General Program Strategies and Accommodations |
| *Required accommodations must be listed on the IPP. An accommodation is a change or alteration in the regular way a student is expected to learn, complete assignments or participate in classroom activities. Accommodations include special teaching or assessment strategies, equipment or other supports that remove, or at least lessen, the impact of a student’s special education needs. The goal of accommodations is to give students with special education needs the same opportunity to succeed as other students. Accommodations can include simple strategies such as preferential seating near the teacher, modifications to materials such as enlarged print or less text on the pages, or differences in how an individual student is expected to access information or demonstrate learning.* |

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| Long Term Goal #1 | |
| **Overall Goal:** | |
| *Long-term goals are broad statements about achievement. Typically, a student may have from two to five long-term goals, with each goal having three to five short-term objectives.* | |
| Objective/Learning Outcomes | Review |

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| *Short-term objectives are small, measurable steps that will lead from the child’s present performance to the long-term goal.* |  |
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| *\* This entire goal can be deleted by highlighting this table, starting from the red asterisk and moving down to the red asterisk below, then hitting “Backspace” or “Delete”* | |
| *This table can also be copied if you have more than 4 goals. Simply highlight the table as above, then right click and select “Copy”. Move to the area you would like your next goal to be, then right click and select “Paste”. Don’t forget to change the number of the goal from “Long Term Goal #1” to “Long Term Goal #5”, #6, etc.* | |
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| Assessment Procedures: |
| *Assessment of progress related to IPP goals requires the identification of procedures and sample indicators that the learning team can use to assess a student’s progress on specific IPP goals throughout the school year. This can include strategies such as behaviour observation checklists, collecting and analyzing samples of student work, and specific performance tasks.* |
| Strategies: |
| Click to enter text. |

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| Long Term Goal #2 | |
| **Overall Goal:** | |
| Click to enter text. | |
| Objective/Learning Outcomes | Review |

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| Assessment Procedures: |
| Click to enter text. |
| Strategies: |
| Click to enter text. |

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| Long Term Goal #3 | |
| **Overall Goal:** | |
| Click to enter text. | |
| Objective/Learning Outcomes | Review |

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| Assessment Procedures: |
| Click to enter text. |
| Strategies: |
| Click to enter text. |

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| Long Term Goal # *This number can be changed as needed* | |
| **Overall Goal:** | |
| Click to enter text. | |
| Objective/Learning Outcomes | Review |

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| Assessment Procedures: |
| Click to enter text. |
| Strategies: |
| Click to enter text. |

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| Ongoing Transition Planning  *Planning for transition begins each September and is an ongoing process throughout each school year. The transition plan should be created and documented in September with the initial IPP goals. Just as the objectives are updated and are modified over the course of the year so should the transition plan. The IPP must contain information about upcoming transitions in the student’s learning environment, and plans for preparing and supporting the student for these new situations and challenges. Transitions may involve small changes, such as moving from one classroom to another, to more major transitions, such as moving from a senior high school program to post-secondary training and a new living environment. It might also include potential changes in the day-to-day classroom environment, such as working with a substitute teacher, new kinds of learning activities, such as small group discussions, and new expectations, such as assuming more responsibility for organizing learning materials and independently completing assignments.* | |
| Date | Comment |

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| Enter date |  |
| Enter date |  |
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| PAT/ DIP Accommodations | | | |
| Grade/Program | | Accommodations Provided on an Ongoing Basis | IPP/RPA in Place? |
| Click to enter text. | | Yes  No | Yes No |
| Which Tests? | | Special Provisions Requested: | |
|  | Language Arts | *This section can be deleted by highlighting it, then hitting “Delete” on your keyboard* | |
|  | Mathematics |
|  | Social Studies |
|  | Science |
| Evidence: | | | |
| Click to enter text. | | | |
| Rationale: | | | |
| Click to enter text. | | | |

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| Year End Review  *The year-end summary describes what goals, accommodations and strategies were most successful for the student over the past school year. The summary should also include recommendations for new goals,*  *accommodations that should be continued and programming considerations for the upcoming school year.* |
| Achievements: |
| Click to enter text. |
| Strategies that Worked Well: |
| Click to enter text. |
| Areas for Continuing Growth: |
| Click to enter text. |
| Recommended Support Services: |
| Click to enter text. |
| Placement for Next Year: |
| Click to enter text. |

Signature Page

Individualized Program Plan 2012-2013 for First name Last name:

I understand and agree with the information contained in this IPP.

*As per section 123(2)(a) of the* [*School Act*](http://www.qp.alberta.ca/documents/Acts/s03.pdf)*, parents have the right to appeal decisions made in regard to student programs which significantly affect the education of a student, and may within a reasonable time from the date that the parent or student was informed of the decision appeal that decision to the board.*

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|  | Initial Review  Date: | Review  Date: | Review    Date: |
| Teacher’s Signature |  |  |  |
| Parent/Guardian’s  Signature\* |  |  |  |
| Student’s Signature  (if appropriate) |  |  |  |
| Principal’s Signature |  |  |  |
| Others involved |  |  |  |

Parent/Guardian IPP input form sent home on Enter date and returned on Enter date

\*Note: If unsuccessful in obtaining parent/guardian signature, please note when contact was attempted.

Click to enter text.